



# Tablets for Schools 8 March 2012

Dr Barbie Clarke



Family Kids and Youth

# Introduction



# The Mission

‘To enable all school children to have access to tablet technology to transform the way they learn’



To **inspire** schools and provide a **blueprint** for them to adopt tablet technology; to help them **change** the way they teach and improve children's **attainment**



# TABLETS SCHOOLS In partnership with...

**Dixons**

**SONY** *acer*

 Microsoft

**SAMSUNG**

**TalkTalk**

  
e-learning foundation  
affiliated school

**gine**

**Geek Squad**

In partnership with

**Carphone Warehouse**

## Show your support for Tablets for Schools!

240 people have showed their support

[CLICK HERE TO SHOW YOUR SUPPORT](#)

Carphone Warehouse

**Dixons**

 Microsoft

**SAMSUNG**

**SONY**

**TalkTalk**

**gine**

*acer*

  
e-learning foundation  
affiliated school

**Geek Squad**

# UK Children using Touch Screen



- 59% of children aged 7-16 use a smartphone, tablet or iTouch
- Of these, 80% download apps
- Which equates to **47%** of children aged 7 – 16 who download apps

Base: All children (933) FK&Y Digital Kids and Youth Research, July 2012

# Research Objectives

- To find out whether the feasibility of providing one to one Tablets to secondary school pupils in the UK can be justified in terms of pupil benefit, teacher benefit, pupil learning, potential risks including safety and security, cost, and acceptance by pupils, teachers and parents. It is also considering the impact of Tablet use in other countries on UK learning and pupil progress.



# Research Background

- Stage 1 was carried out between October 2011 – July 2012
- FK&Y identified 3 secondary schools that had introduced one-to-one Tablets in September 2011:
  - Longfield Academy, Kent
  - Wallace High School, Belfast
  - Honeywood School, Essex
- At each school interviews were carried out with the Leadership team and other specialists including ICT and SEN, and lessons were observed to understand the integration of one-to-one tablets in the schools.
- We also carried out a scoping review that established what was happening globally within education where one-to-one tablet devices had been adopted.

# Research Method

- The main focus of the research April – July 2012 was on Honeywood School, Essex
- A ‘control’ school was chosen nearby - Alec Hunter School, Braintree - to gain an understanding of teaching and learning without one-to-one tablets. Also carried out research at nearby Alec Hunter School, Braintree – our ‘control’ school
- To understand the perception of Year 6 pupils, parents and teachers about the notion of tablet learning, 2 Feeder Primary Schools to Honeywood were chosen.
- In each school focus groups were carried out with pupils, parents and teachers.

# The Research

**We talked to:**

**84 pupils  
50 parents  
40 teachers**

| Group                           | Date              |
|---------------------------------|-------------------|
| Honywood Pupils Yr 11           | Tuesday 24 April  |
| Alec Hunter Pupils Yr 11        | Friday 27 April   |
| Honywood Pupils Yr7             | Thursday 26 April |
| Alec Hunter Pupils Yr 7         | Friday 27 April   |
| Honywood Pupils Yr 9            | Thursday 26 April |
| Alec Hunter Pupils Yr 9         | Friday 27 April   |
| Honywood Parents                | Thursday 26 April |
| Honywood Parents                | Thursday 26 April |
| Honywood Teachers               | Tuesday 1 May     |
| Honywood Teachers               | Tuesday 1 May     |
| St. Peter Pupils Yr 6           | Thursday 3 May    |
| St. Andrew Pupils Yr 6          | Thursday 3 May    |
| St. Andrew Pupils Yr 6          | Thursday 3 May    |
| St. Peter Parents Yr 6          | Thursday 3 May    |
| St Andrew Parents Yr 6          | Thursday 3 May    |
| Alec Hunter Teachers            | Thursday 17 May   |
| Alec Hunter Parents Yr 7        | Thursday 17 May   |
| St. Andrew & St. Peter Teachers | Thursday 31 May   |

|   |          |
|---|----------|
| Interview with Head of IT Wallace High      | 25 April |
| Interview with Wallace High SEN coordinator | 25 April |
| Interviews with HW Maths Teachers           | 25 June  |
| Interview with HW SEN coordinator           | 25 June  |

|                       |         |
|-----------------------|---------|
| Languages Observation | 25 June |
| English Observation   | 25 June |
| Maths Observation     | 25 June |

|                                  |               |
|----------------------------------|---------------|
| Visit to The Wallace High School | 25 April      |
| Visit to Longfield Academy       | 20 June       |
| Norwegian ICT Conference         | 9 May –11 May |

# Method

- Ethnographic observation of tablet teaching, and pupil and teacher interviews were carried out in classes including Maths, English, Sciences, Languages, Art, Woodwork.
- At Honywood these sessions were filmed.
- In addition quantitative research was carried out in June / July 2012 using FK&Y's syndicated Digital Kids and Youth research.



## DIGITAL KIDS AND YOUTH: A SYNDICATED RESEARCH STUDY



### DIGITAL KIDS AND YOUTH

- Gain an in-depth understanding of what kids and parents are doing through digital technology
- New and very recent data: new sample every 4 months
- Interviews with kids, parents, teachers - can compare knowledge and expertise
- New gadgets can be tested
- New trends picked up
- Clients' own questions can be asked

For further information please call  
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or email [barbie@kidsandyouth.com](mailto:barbie@kidsandyouth.com)



Interviews with 933 children aged 7-16,  
1,120 parents of 3-16 year olds (1,229 responses about  
1,229 children), and 202 teachers  
Nationally representative sample across the UK  
**July and August 2012**

Ethnography, Observation and Focus Groups  
with children in home and school

# TABLETS SCHOOLS

One-to-one Tablets in  
Secondary Schools:  
An Evaluation Study  
Stage 1: 2011-2012

Dr Barbie Clarke  
Siv Svanaes  
Family Kids and Youth  
22 October 2012

# TABLETS SCHOOLS

One-to-one Tablets in  
Secondary Schools:  
Management Summary  
Stage 1: 2011-2012

Dr Barbie Clarke  
Siv Svanaes  
Family Kids and Youth  
4 December 2012

<http://www.tabletsforschools.co.uk/>

# The Tablet Schools

# Honywood and Alec Hunter, Essex



- Honnywood
- iPads were introduced September 2011
- 3 year leasing scheme, tablets given to all pupils free of charge
- Introduction of iPads was integral to the Head's wish to promote independent learning



- Alec Hunter
- Our 'control school'
- Similar catchment area, but more deprived demographic
- Very different levels of access to technology
- Now taking part in Stage 2 research

# Longfield Academy and Wallace High



- Longfield Academy (Kent) introduced iPads in September 2011, at the same time opened a new, state of the art building
- iPads are leased to pupils for a monthly fee
- Tablets and MacBooks given to all teachers and TAs
- Apple infrastructure



- Wallace High (Belfast) introduced iPads in September 2011
- Focus on ICT
- iPads are leased to pupils for a monthly fee
- Tablets and MacBooks given to all teachers and TAs

# The Decision Making Process



# Decision making process

## Honywood

Decision driven by a desire to change pedagogy

Considered several devices

Considered Bring Your Own Device (BYOD) schemes, but wanted to ensure equality of access

## Longfield Academy

Brand new, state of the art school building

School trialled both tablets and netbooks



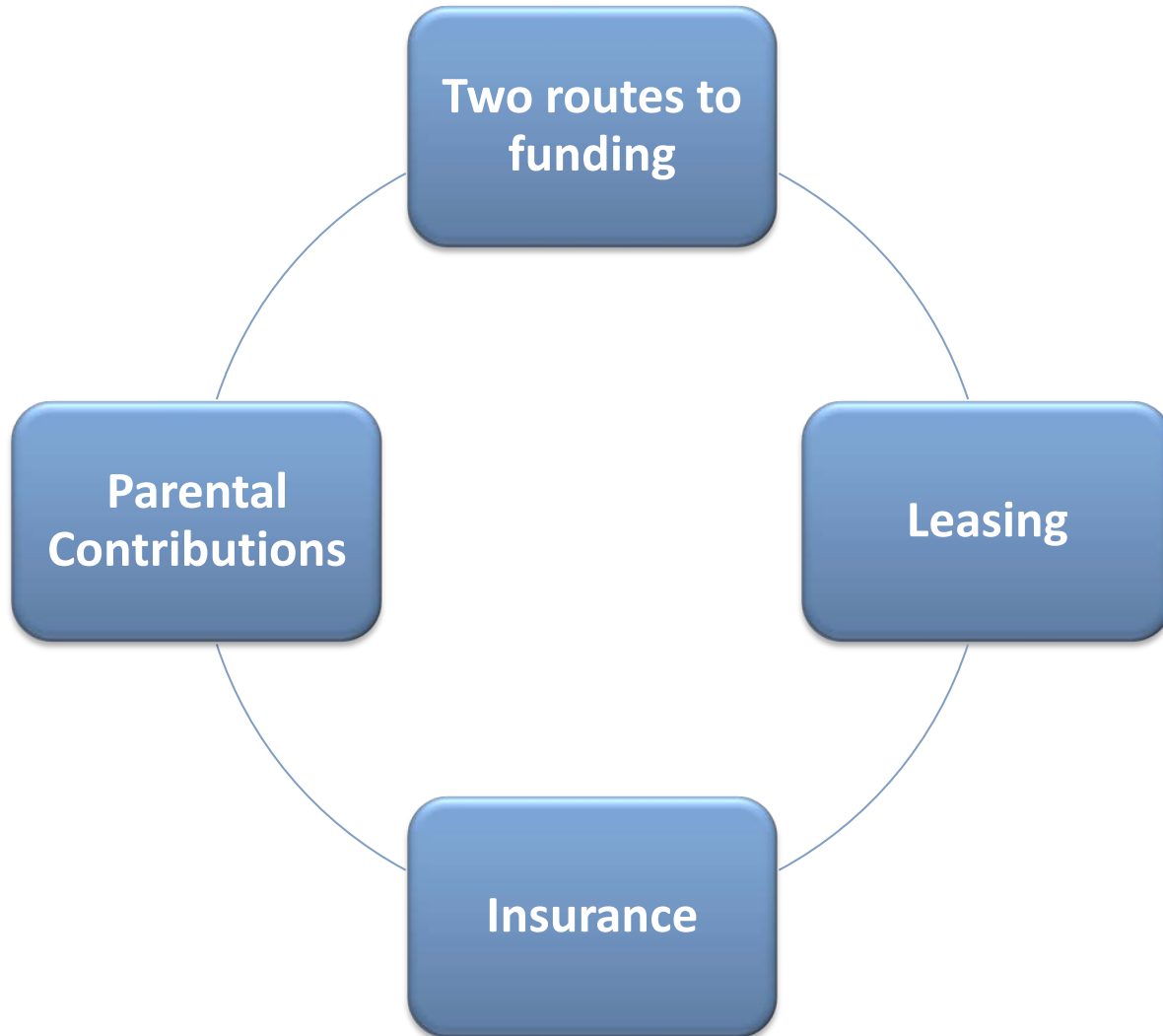
## Wallace High

Enhancement of existing focus on technology

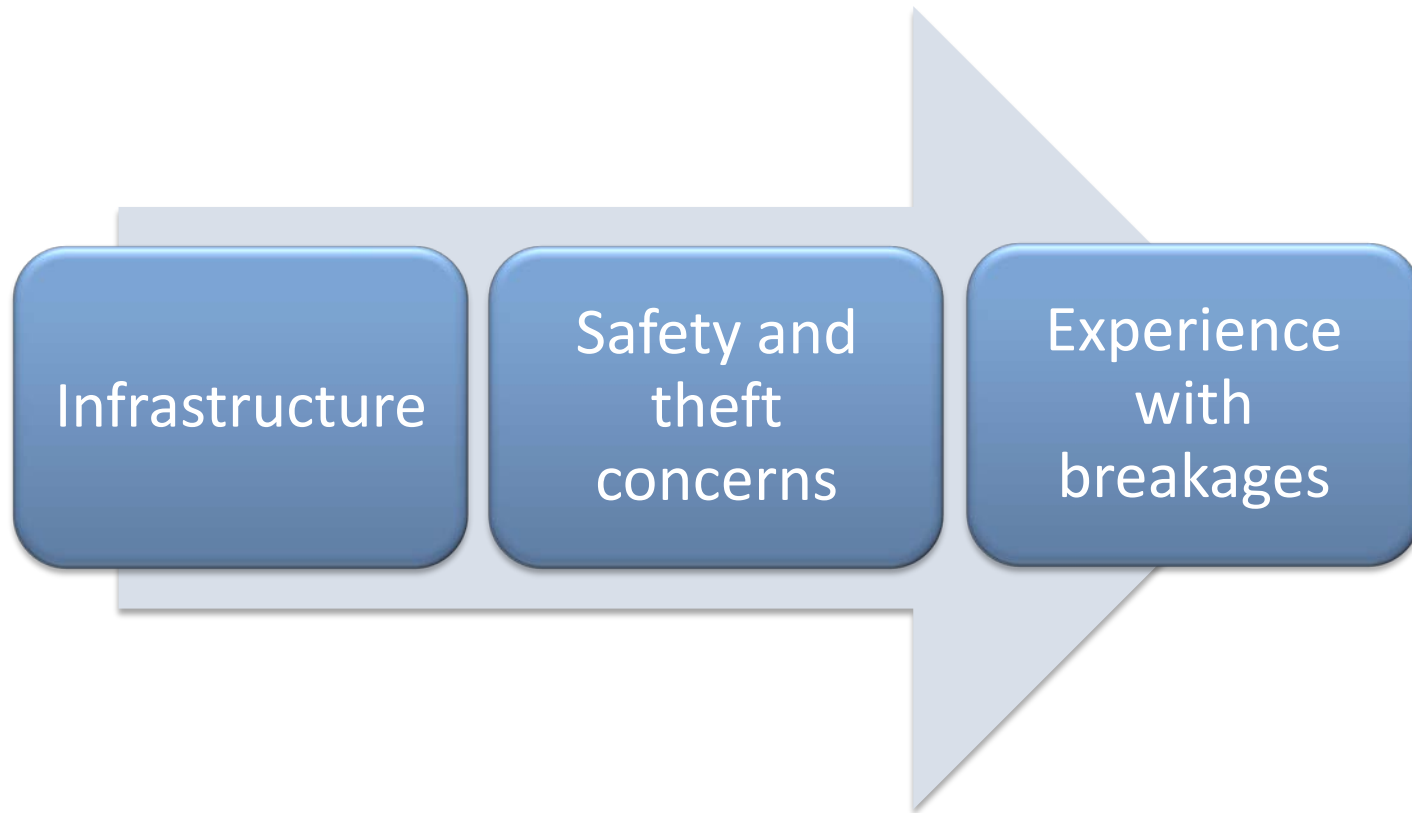
Increasing demand from parents and pupils to be able to bring own devices to school

**Role of Head Teacher's Leadership Style Crucial**

# Funding



# The Process of Integrating Tablets in the Schools



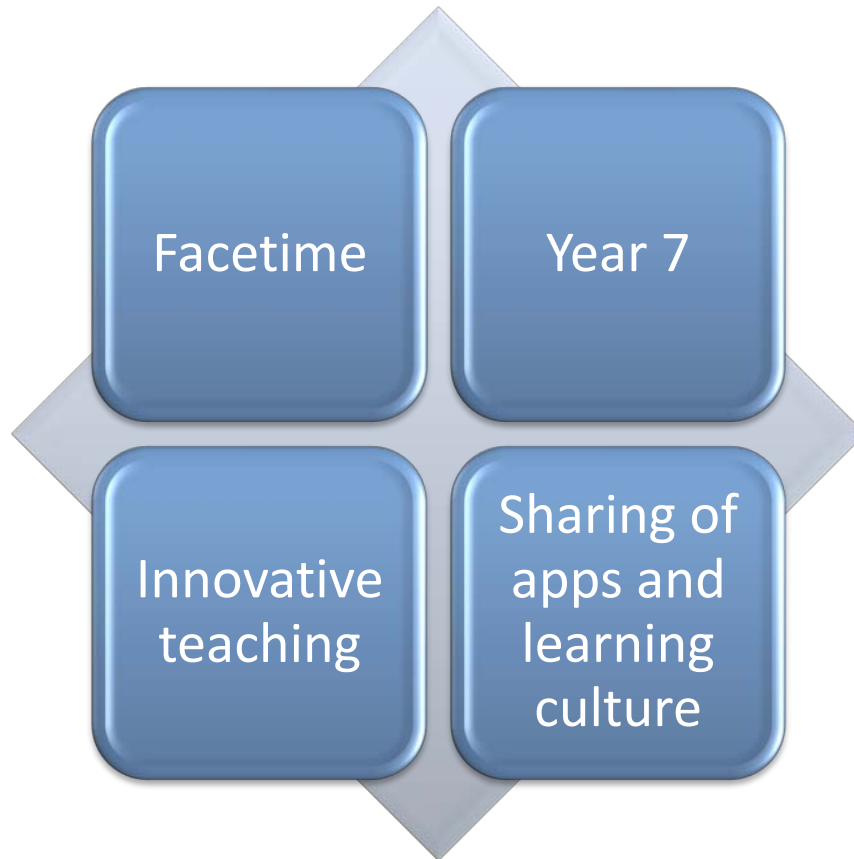
# The Impact of Tablets in the Three Schools – Pupil-led Learning and Motivation to Learn

- Different aims but similar results
- Independent learning
- Communication and e-communication
- Marking and feedback more immediate

*“The school is more about the individual learner, deciding on that day how they want to learn, moving you onto a point where you are always inquisitive, always pushing yourself... we’re not teaching, we’re facilitating” – Teacher*



# Collaborative Learning



*“It’s about giving away that control, and having trust that the kids are going to go off and use that time wisely” -  
Teacher*



# What Facilitated Successful Adoption of Tablets into Schools

- Brand importance?
- Vital to engage parents early
- Teacher engagement

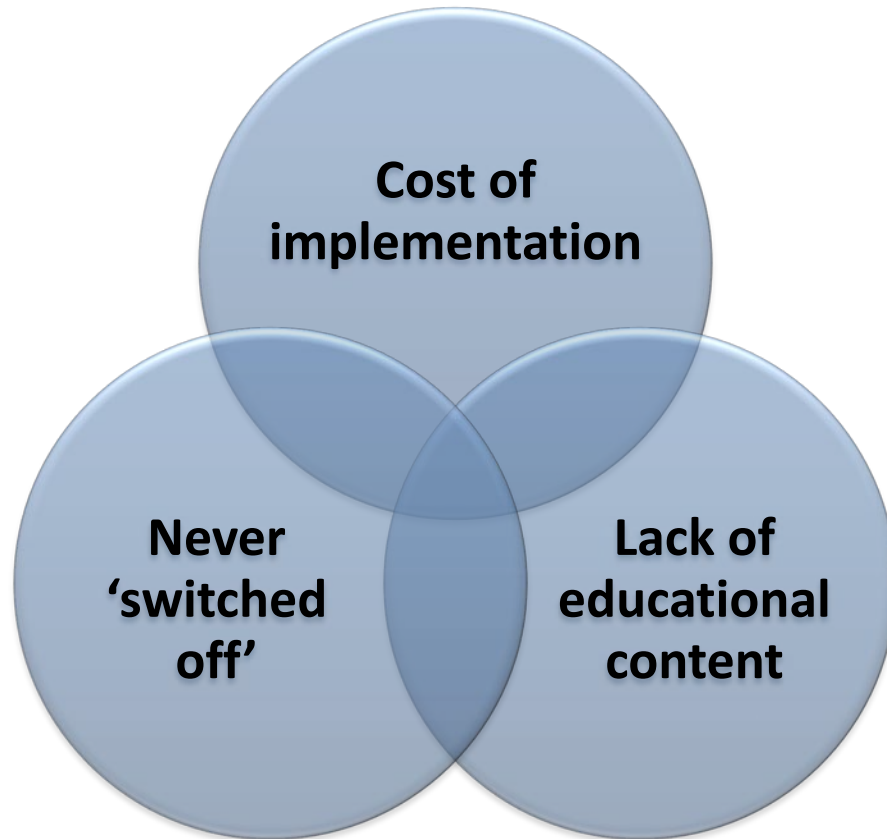


# Satisfaction with the Introduction and Use of Tablets in Schools

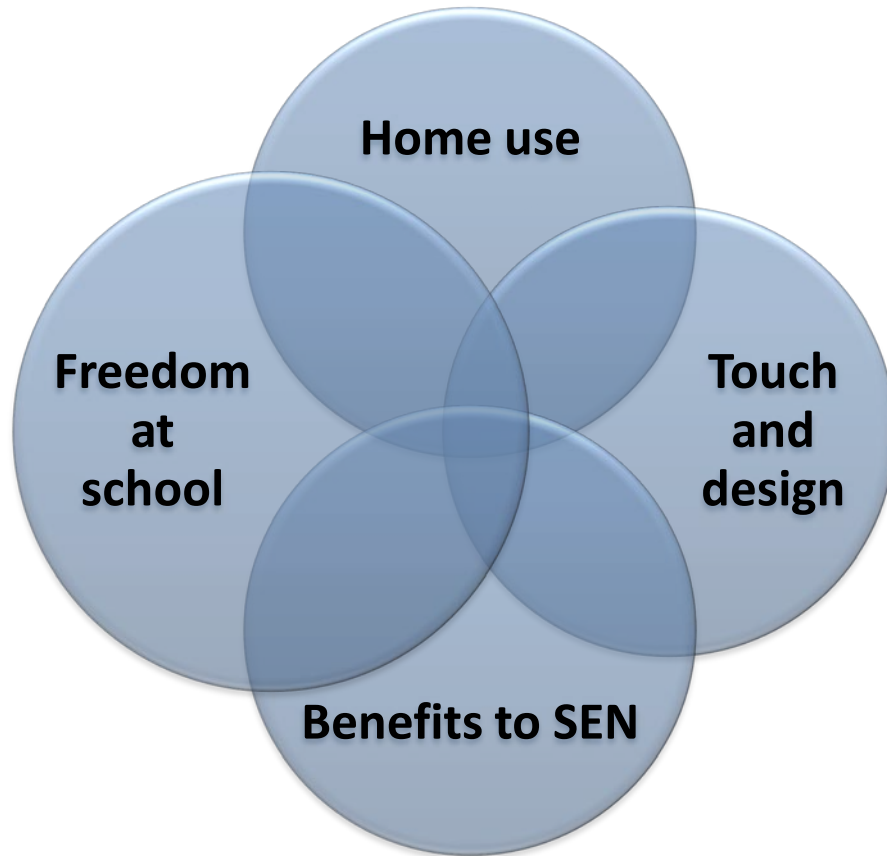
- Pupil motivation
- New engagement with parents
- Parents' understanding of technology



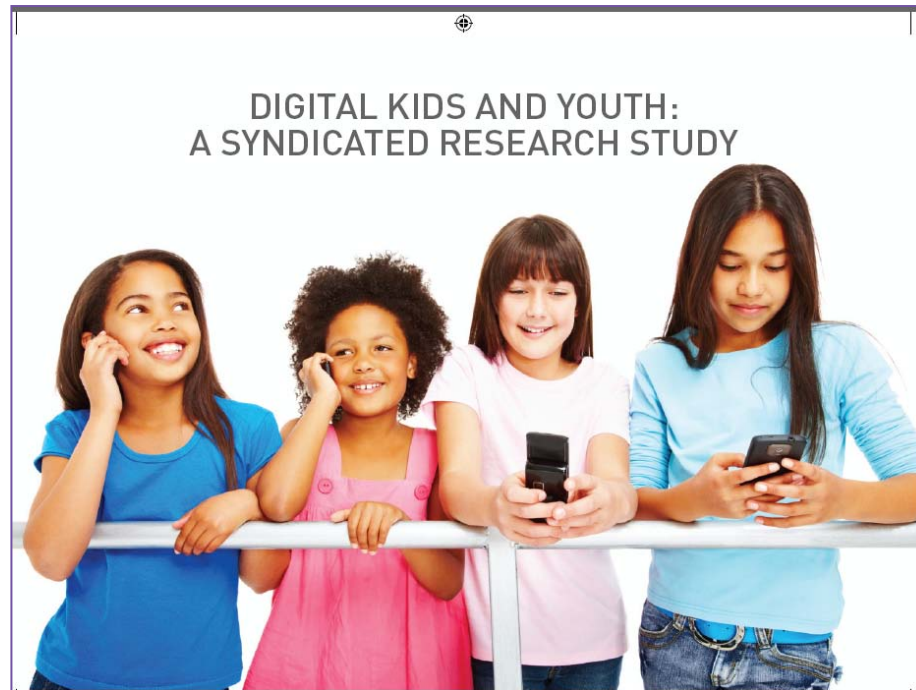
# Some Concerns about the Introduction of One to One Tablet Learning



# The Perceived Benefits of One to One Tablet Learning



# Digital Kids and Youth Research



Quantitative research indicates high levels of acceptance of the notion of one-to-one tablet teaching amongst teachers:

21 % of teachers personally use a tablet

74% are in favour of giving tablets to pupils in secondary school.



Base: All teachers (202) FK&Y Digital Kids and Youth Research, July 2012

# Support for Tablets in School

71% of all teachers agree that 'If I was given sufficient training I think Tablets would benefit my teaching'.

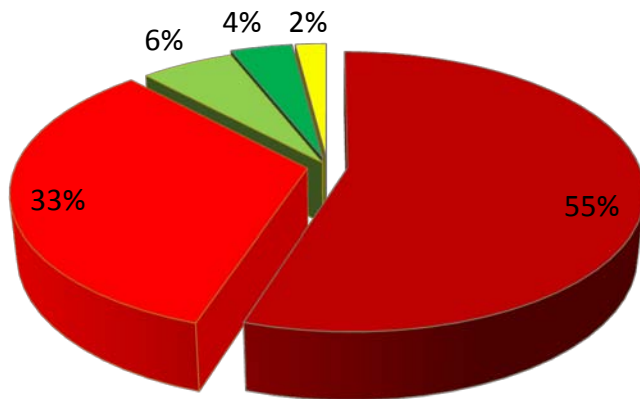
71% of teachers also agree that 'Tablets could make my lessons much more interactive and exciting'.

70% of teachers agree that 'Accessing the Internet through using a Tablet in class would help pupils' motivation to learn'.

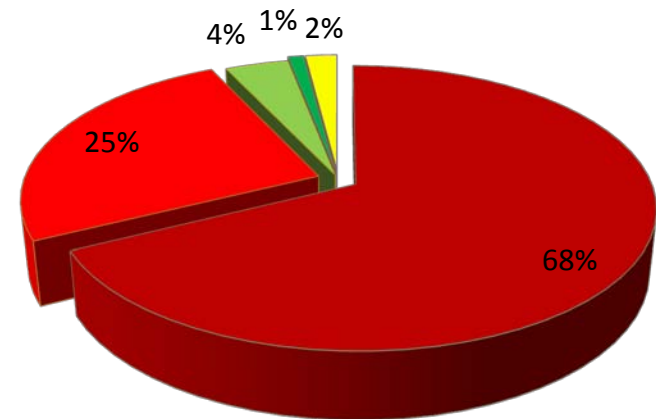
64% of teachers agree that 'Using a Tablet in class would be a great way to help my pupils improve their learning.'

# Vast majority of parents and children support the idea of introducing tablets into schools

## Parents



## Children



- Strongly in favour
- Slightly in favour
- Slightly against
- Stongly against
- Don't know

Support equally strong across all ages of children for both parents and children

Base: All Parents (1,120); All Children (933): FK&Y Digital Kids and Youth Research, July 2012

# Conclusions



# Children's Perception of One-to-One Tablets

- It appears that pupils have greater motivation to learn; they respond well to interactive learning which they claim is more fun. They can be creative and the tablet offers the opportunity to have more variety in their school work.
- Pupils enjoy the collaborative nature of the tablet; having feedback from their teacher is helpful, and makes them feel that teachers are assisting them in their learning.
- It seems that the classroom environment has improved; children claim that disruptive children are distracted by the tablet and are more amenable as a result.
- Improvements to communication are very important; not only do pupils feel closer to their teachers and find it easier to ask for help, but their friends too are supportive.
- It is acknowledged that social media is important to children's social life. The tablet is creating a greater opportunity to form relationships; it is used for entertainment and communication outside school.

# Parents' perception of one-to-one tablets

- Parents report greater motivation and engagement with schoolwork from their children since the introduction of tablets.
- It is also noticeable that parents feel closer to the school, and the tablet generates interest and understanding of schoolwork in a way that homework alone could not.
- Parents admit to having had initial concerns over the cost of the devices, and potential breakages, as well as safety and theft; most are now impressed with the devices, and have trust in the school's vision.
- But some issues remain at home, predominantly concerns about excessive use and children never 'switching off'; parents need help in setting boundaries for their children's digital use at home.
- Parents' lack of confidence in technology can lead to a sense of losing control (but important to note that this problem is not exclusive to tablets).

# Teachers' perception of one-to-one tablets

- Teachers welcome the change to pedagogy. Teachers can offer more independence and choice; they can facilitate rather than instruct.
- Children who previously struggled with their schoolwork (and SEN) are benefitting; teachers find it easier to monitor pupils' progress, and to feedback immediately, thus keeping track of pupil progress.
- Teachers report differences between year groups; younger pupils are perceived to be experiencing the greatest benefits, although they may also need more support.
- Teacher confidence in using technology varies and most would like to have training in using the device before children receive their tablets.
- There is a lack of curriculum based content, but teachers are finding innovative and creative ways of teaching with the tablet.
- They are happy to share their ideas with other teachers.

# The Impact of Tablet Learning and Teaching

- Innovative leadership is a characteristic of tablet schools.
- While there were some concerns around safety and security, this has not been a problem, but there have been between 5%-7% breakages; strong covers are essential.
- Children however love to personalise their device; also helps to identify ownership.
- Teachers wary at first: expectations of not being able to handle the technology; children would know more than them.
- The experience however is enjoyable, leading to greater creativity and innovation in teaching, and a sense that they are at the forefront of change.
- SEN children are benefiting from using one-to-one tablet devices.

# The Impact of Tablet Learning and Teaching

- Tablet teaching and learning is changing pedagogy – it is pupil-led and increases pupil autonomy and engagement with school work.
- Collaborative learning is increasing through the use of the tablet: pupil – teacher; teacher-teacher; pupil – pupil; parent – school.
- The tablet is used for information, but also to create content and produce work using film, picture, recording.
- Apps are shared and pupils and teachers exchange recommendations – these are frequently listed in class, through newsletters, on the school website.
- While there is a need for good content it may be that schools will begin to create their own content.

# Next Steps

# Next Steps – Stage 2 Research

## October 2012 – April 2013

### 1. Existing Tablet Schools

*Schools using one-to-one tablets since September 2011*

Honywood, Essex (iPad)

Wallace High, Belfast (iPad)

Longfield Academy, Kent (iPad)

Cramlington Learning College, Northumberland (Samsung)

### **Evaluation:**

*Interviews with leadership 1 year on*

Focus groups with Teachers, Parents, Pupils

Ethnographic observation of subject classes

# Next Steps – Stage 2 Research

## October 2012 – April 2013

### 2. Non-iPad Schools – Year 7

*Stakeholder supported – January 2013*

Greenford, Ealing (Sony – supplied by CPW)

Alec Hunter, Braintree (Acer and Samsung – supported by Microsoft)

Dixons Academy, Bradford (Samsung – supplied by Dixons)

#### **Evaluation:**

*Questionnaire measuring attitudes of Teachers, Pupils, and Parents pre and post-introduction*

In-depth interviews with Leadership Teams

Focus groups with Teachers, Parents, Pupils

Ethnographic observation of subject classes

# Next Steps – Stage 2 Research

## October 2012 – April 2013

### 3. Additional Schools

*Introducing one-to-one tablets in current year*

**Essa Academy**, Bolton – 1-2-1 iPod Touch since 2009 – introducing iPad 3 last term

**UCL Academy**, Swiss Cottage – brand new school – moved into new building in January – assessing introduction of one-to-one devices

#### **Evaluation:**

*Observation of introduction (Year 7) and interview with Parents, pupils and teachers*

In-depth interviews with Leadership Teams and ethnographic observation

Monitoring process of decision-making (UCL)

# Stage 2 Research and Pedagogy – 9 Schools

- Mix of rural, suburban, urban schools
- Spread across the UK
- Mix of tablet devices
- Focus on Year 7
- Qualitative and quantitative research
- Academic Advisors:
  - Professor David Buckingham, Professor of Communication and Media Studies, Loughborough University
  - Professor Colleen McLaughlin, Professor of Education, University of Sussex and University of Cambridge



# Pedagogy

# Pedagogy and Tablets

Self-led

Co-create

Collaborative

# Self-led Learning

- Independent thinking is encouraged by schools – tablet appears to enhance this
- Problem solving is something that pupils are able to do for themselves
- The autonomy that accompanies self-led learning is observed to create opportunities for creative thinking – apps such as ‘Mind Maps’ assists this process
- There appears in turn to be a cross subject way of thinking that is emerging from this process of self-led learning
- Freedom to learn in their own way at their own pace appeared to increase engagement

# Co-creating

- Children are working autonomously but co-creation is also an important factor in tablet learning
- Sharing information, resource, apps and websites prompts discussion, questioning and decision-making skills – children learn to create material, resource and content by sharing their research – ‘show and tell’
- Tablets used as an important means to capture information, creativity and learning – capturing the moment – allowing this to be stored and re-visited – sometimes out of school- also good for revising
- But individual workbooks and worksheets still used to complete tasks

# Collaboration

- Linked to co-creation, collaboration extends beyond the class environment
- Pupils link up in lessons and at home – information, ideas, comments are exchanged so that work is seen as a joint effort rather than an individual task
- Collaboration between pupil groups and teacher also is observed – teachers extending the lesson beyond the classroom and responding to pupils' work in a creative and interactive way
- Collaboration also observed between teacher – parent, and pupil – parent – sharing a child's progress, good and bad, enhances parent – school relations
- But parents can feel uncomfortable about this involvement – especially as the curriculum can be alien

# Family Kids and Youth



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